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ABSTRACT

Program evaluations obtained from teachers who participated in Summer School in Action (SSIA), an inservice teacher training program in Syracuse, New York, are analyzed in this report. The program was designed to help teachers discover methods and materials best suited for their teaching activities. The evaluation focused on determining participants' perceptions of the effects of SSIA on their teaching practices and on the teachers' role as change agent in their schools. Teachers responded to questionnaires on the last day of the program and to a similar follow-up questionnaire six months later. Interviews and classroom observations were also conducted with the ten randomly selected participants. The majority of responses indicated that there was a successful transfer of training from the SSIA program to the classroom. Data show that the teachers felt strongly about sharing skills learned in the program and that they were continuing to use SSIA materials six months after the program ended. (FG)

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# TEACHER AS CHANGE AGENT

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Are teachers' attitudes, skills, and/or knowledge changed by inservice programs, and do the changes remain stable? How do teachers define such changes? Do they accurately predict how they will implement changes? Will these teachers attempt to share new skills, attitudes with their peers? These and similar questions are the central focus of this study. In the past, researchers have studied change in terms of whether or not innovations were successful in changing teachers' behavior or in changing the organization. The primary questions have been, "Has the innovation changed you?" and, "What can we do to make you accept the innovation?" This study approaches the problem from the perspective of the teacher. By asking teachers what they believe about themselves and their own behaviors in terms of change is in the direction of providing an intentionalist account as put forth by Fenstermacher (1979). In a sense, this study is exploring the "grass roots" movement of change from within the thoughts of individual teachers to identifiable behaviors and influence on others.

## A REFLECTIVE OVERVIEW

The present study is an outcome of a previous study (Yarger and Ferris, 1981) and the authors' involvement over a three-year period with a summer training program for inservice teachers. The following brief review is provided for the reader to enhance his/her reading of the present study.

In 1979, members of the Syracuse Area Teacher Center Policy Board (a federally funded teacher center) desired to create an inservice teacher training program that would meet the expressed needs of local teachers. By combining the best possible teacher education techniques into a new design, it was felt that the needs/interests of individual inservice teachers could be better served. After hours of meetings where ideas were discussed, argued, analyzed and synthesized, a new program of delivery

was created and named Summer School in Action (SSIA).

Summer School in Action was based on the principles of using the self as an instrument as described by the perceptual psychologists. The program was concerned with persons and their personal expectations while at the same time presenting specific competencies, methods, content and/or innovations. The program attempted to help teachers (including teacher professors) to discover methods and materials best suited to themselves in their teaching positions. In order to facilitate personal growth, the planning committee determined that it was vitally important to provide a facilitating, safe and encouraging atmosphere. The program was designed to create a variety of options for the development of individual and group experiences.

The program evolved into two areas: the first, a teacher training program; the second, an enrichment program for school-age youngsters. The two strands interacted in a variety of activities but the primary focus was to allow teacher participants an opportunity to observe various teaching styles, to test their own newly-acquired skills and/or materials and to evaluate their own teaching style(s).

A few of the instructional components of the program for teachers included:

- Development of an individualized program through a contract system.
- Voluntary attendance at workshops or seminars on subjects such as "Critical Thinking Skills," "Discipline Techniques that Work," "Dealing with Stress," math, reading and writing skill development.
- Availability of outside consultants who were brought in to work with specific individuals.
- On-site teacher professors who acted as resources and facilitators.
- Opportunities to test new ideas in the classroom and to receive feedback from a peer observer.

- Written materials gathered at the request of a participant.
- Independent time, books and materials for self-study, material development and sharing with other teachers.

The first SSIA occurred during the summer of 1979 with 21 teacher participants. They arrived rather unsure about what was expected of them by this experimental program. Enthusiasm grew over the weeks; self-direction and confidence abounded. But the nagging question that grew for the teacher educators was, "Will the effects be lasting?"

Final evaluation instruments were designed and administered during the last week. In addition, each teacher participant was interviewed in groups of two to five per group by an outside interviewer. Youngsters and their parents evaluated the program using similar procedures. The results were outstandingly positive. During September and October of 1979, the videotape machine was taken into the classrooms of five, randomly selected teacher participants to verify classroom use of skills/materials. A follow-up evaluation was conducted during May and June, 1980, to gather attitudes about the program and to determine continued use of skills learned during the previous summer program. The results indicated that attitudes and skills were maintained.

The second Summer School in Action was conducted during the summer of 1980 with 56 teacher participants. The enrollment had grown, not due to an advertising campaign but rather to word of mouth from previous participants. In fact, nine of the 21 original participants returned. Final evaluations were conducted using both written and interview techniques.

Teacher reactions to this program were somewhat surprising in that both elementary and secondary teachers responded with equal detail, self-determination, and enthusiasm. An interesting change which occurred between the first and second year caught our interest. One of the ques-

tions on the final evaluation asked the participants to rank order which resources had provided the most help. These included: Other Teachers, Master Teachers, Outside Consultants, Written Resources, Children, and Teacher Professors. In 1979, the item Other Teachers was ranked #1 while in 1980, the item Teacher Professors was ranked #1.

Data from the previous study (Yarger and Ferris, 1981) provides information about teachers' attitudes toward and self-report about the use of skills/materials developed during SSIA. The results of final evaluations were outstandingly positive for its two summers (1979 and 1980) of existence. The extremely positive attitudes continued even after a ten-month lapse. The follow-up questionnaire asked, among many other items, if the teacher had used the newly-acquired skills/materials in the classroom, for how long and how effectively? From 1979, 100 percent of the responses indicated that the new skills/materials had been used while 97 percent responded affirmatively in 1980. (Rate of return, number of participants, etc. are available in original paper.)

Teachers reported using materials/skills from one week to all year with a high degree of success. Teachers spontaneously--on the questionnaire, by telephone and in personal contact--told of sharing their new skills/materials with others, of causing an entire department to rewrite its curricula, and of influencing their peers to adopt a building-wide writing program. During the third SSIA, it was decided to take a closer look at teacher as change agent in terms of self, in the classroom, and with others.

Therefore, as part of the summer 1981 final evaluation, teachers were asked to respond to questions such as:

- Have you changed as a result of Summer School in Action? Please explain.

- Will you behave differently in the classroom as a result of this program? How?
- Do you think this program will help you to feel more successful in the classroom? How?
- Do you view yourself as a change agent in your building? Will you be next year? Discuss.

## THE PRESENT STUDY

### PARTICIPANTS

Fifty-eight teachers registered for SSIA graduate credit of from three to six hours. The participants represent a city, three suburban and two parochial diocese (one suburban, one city) school districts. Among the group is an individual who is teaching for the first time as well as another with 33 years of teaching experience. Twenty-one of the 49 previous participants (43%) were attending SSIA for a second time. Every grade level K-12 is represented by the 23 secondary and 35 elementary teachers included in this study.

### COLLECTING THE DATA

First Questionnaire. Attendance and dates for completion of projects varied in accordance with the number of credits and individual contracts developed by each participant. Therefore, only 39 teachers were in attendance on the final day (July 31) of SSIA when the first set of data were collected. Completion of the questionnaire was preceded by a group activity that was designed to underscore previous SSIA activities and to enhance individual thoughtfulness concerning the concept of CHANGE. The exercise included several steps: each individual was asked to write a definition of change, next individuals were placed in groups and asked to share/discuss the definitions until reaching a group definition of CHANGE, then the group definitions were shared with the entire group and finally a set of descriptors were agreed upon by the entire group. The elements

which the group felt must be included were:

- willingness and desire to be flexible, to take a risk, to grow, to withstand a potentially threatening situation, to move from one point to another, to learn continuously and to be open-minded.
- CHANGE is often externally imposed.
- CHANGE should be continually evaluated.

Although at first glance several of the elements listed above may appear repetitious, the participants were adamant about the inclusion of each. They argued that - to grow - could include sharing with others while - to learn continuously - involved a greater involvement of both time and motivation.

Second Questionnaire. After the discussion, each participant completed the questionnaire. The second set of data was collected by mail using a questionnaire with questions similar to those used in July. The questionnaire was mailed during the last week of January to each of the original 58 participants to allow as many weeks as possible between the two data collections. At this time, 36 (63%) completed questionnaires have been received; one form was returned due to a changed address with no forwarding address (5 additional forms have been received since initial review.)

Personal Interview. The third data collection involved personal interviews with ten randomly selected participants. The purpose of the interviews was to verify the written responses, to extend those responses and to check first-hand whether the classrooms reflected the teachers' responses. Additionally, an administrator (8 principals, 1 assistant principal) from each of the buildings was interviewed by telephone (2 teachers were in same building) concerning his/her perceptions about the teacher as a change agent.

THE DATA

Data From The July Questionnaire. This data was collected during the last day of SSIA from 39 participants.

> There are many ways in which an inservice program might change an individual. Thinking about ways in which you have changed discuss how you expect to behave differently when you return to the classroom (office) this Fall.

This first question generated 74 responses. Every participant described at least one positive change he/she expected. In categorizing the responses, the following results occurred: (the following examples were selected to explain the categorizing. The same individual's comments will be used as examples for both instruments).

- Improved teaching methods and skills: 35 (47%)

ex. "My kindergarten program this fall will change because of this SSIA workshop. I intend to gear my teaching of reading through writing; using Dr. Newman's theory that reading is talk written down."

- Materials/planning: 19 (26%)

ex. "My behavior will change in that I won't panic due to lack of materials. I was able to make materials and share with others."

- Will share with other teachers: 10 (14%)
- Attitude/confidence increased: 9 (12%)

ex. "I will definitely have new ideas for my classroom. I've been made more aware of the fact that I'm behind the times and have more, than I thought, to learn. My students will benefit not only from my new ideas but new attitudes I've tried to acquire. It has encouraged me to go ahead and take more courses which will benefit my students and myself.

- Will return to graduate school: 1 (1%)

> Do you feel successful in your teaching?
>
> 39 Yes 0 No
>
> If YES, how often? _____

All 39 participants responded that they had felt successful in their teaching. In response to how often?, we received the following:

- Always: 29 (74%)
- Most of the time: 1 ( 3%)

- Sometimes: 2 ( 5%)
- No measurement for "success": 4 (10%)
- No response: 3 ( 8%)

What causes you to feel successful in classroom?

- When the children are enthusiastic about learning: 14 (36%)
- Learning by students: 12 (31%)
- Getting along with students: 8 (21%)
- Planning for each student's need: 3 ( 8%)
- When I can improve weak spots in my teaching?: 1 ( 2%)
- No response: 1 ( 2%)

Do you anticipate that your involvement with SSIA will assist you in having successful experiences this fall?

YES 39 NO 0

Explain:

- Will be a better teacher: 16 (41%)

ex. "I feel I will be a better math teacher and my children will benefit."

- Will have new ideas/techniques: 13 (33%)

ex. "Learning new techniques and ideas and attitudes certainly may mean I'll have more successful experiences. I can't wait to try some of them!"

- Have new materials: 3 ( 8%)

ex. "With SSIA I have started a big step in my life as far as accomplishing the start of writing a new program."

- Will present workshop on discipline for other teachers: 1 ( 2%)
- No answer or not specific: 6 (16%)

In the past, have you considered yourself to be a change agent or support person in your building?

YES 38 NO 1

Will you attempt to be during the coming year?

YES 39 NO 0

Any comments you wish to share?

Thirty-two people provided comments.

The majority of the comments were thanks, appreciation and praise. Teachers felt that it was the best course or inservice they ever had, but as gratifying as these comments were to the staff, they did not provide much new information. A few pertinent ideas gleaned from the comments showed that teachers:

1) liked the variety and quantity of offerings
2) liked developing their own ideas and materials
3) found it helpful to share ideas, philosophies and problems with other teachers - especially teachers from other schools who were enthusiastic helpful, and professional. In some cases, teachers expressed a morale boost
4) felt well prepared to return to a new year with ideas, materials, renewed enthusiasm
5) would have liked to have been involved more with teaching through children in the classes
6) specifically praised the Weehauken training program and materials.

These ideas were probed in the follow-up interviews.

Data from the January questionnaire. Six months following the written questionnaire and four months after the new teaching year, the Follow-up Questionnaire was mailed. The items for this questionnaire parallel those on the previous form. Of the 58 questionnaires mailed, 36 (63%) have been analyzed.

At the conclusion of the SSIA inservice workshop you were asked to describe how you expected to behave differently when you returned to the classroom (office) in the Fall. Please tell us how well your predictions worked out including specifics on what changes took place or are presently taking place.

In terms of predicting changes in their own behaviors the teachers reported that they had done so with various levels of success, which included: 23 (64%) who considered themselves Successful in their predictions; 10 (28%) who were Partially; 2 (6%) Not Successful and 1 (3%) who intends to implement during March.

Rather than just the first response, each reference mentioned for item 1 was categorized to be consistent with the previous data reported. The categories are the same:

- Improved teaching methods/skills: 37 (61%)

ex. "My predictions, on the whole, have worked out well. The biggest change was that I learned (through SSIA) how to arrange my schedule so that I have time to work individually with my children. Before SSIA, I had all the children doing the same work at the same time thus, I held back some children's progress while I still was unable to help those who needed more of my time. Another change in my program is the approach to reading as 'talk written down' (Dr. Newman SSIA). I am using Dr. Newman's ideas of 'Newstime' as a part of my reading development."

- Materials/planning: 13 (21%)

ex. "Due to the transfer from Jr. High to Elementary Schools my predictions were not as accurate. I do think SSIA helped regardless of the switch because I find ways to adapt the materials."

- Will share with other teachers: 7 (11%)

- Attitude/confidence increased: 4 ( 7%)

ex. "As a result of SSIA, I attended the 4 day Math Workshop at S.U. last August sponsored by the NYS Math Teachers Assoc. Then I enjoyed the State Math teachers Convention at Hotel Syracuse in October. My first graders love the learning center I made for one of my courses and right now it is equipped w/calculators and activities that they enjoy. They are using other Math and Language Arts Activities and Work Jobs that were made as a result of SSIA. The Introduction to Computers course enabled me to borrow a TRS-80 from Larry Page at Central Tech. Now the students are prepared to make a workbook that was put together in summer school. I attended SSIA to learn more teaching skills and to improve my Math Curriculum. The knowledge and good ideas I acquired from Professors and fellow teachers definitely had an impact on the quality of my teaching this year and in many ways benefited my students. My intentions are to continue to enrich my curriculum and provide new and exciting ways for my students to learn, and to enroll in a Master's program at S.U. for permanent certification.

- Will return to graduate school: 0 ( 0%)

Table I shows the data for both the Predicted and Actual change in teacher behavior. It appears that when the content of the responses was categorized in terms of behavior change (e.g., Improved teaching methods), the teachers' predictions nearly match the reports of actual change some six months later.

Table 1

Frequency and Per Cent for Responses about Predicted and Actual Change in Teacher Behavior Based on 6-month Time Lapse

| Category | Prediction | | Actual | |
|---|---|---|---|---|
| | N | % | N | % |
| Improved teaching methods/skills | 35 | 47 | 37 | 61 |
| Materials/Planning | 19 | 26 | 13 | 21 |
| Share with other teacher | 10 | 14 | 7 | 11 |
| Attitude/Confidence Increased | 9 | 12 | 4 | 7 |
| Return graduate school | 1 | 1 | 0 | 0 |

Next the responses for Question I were categorized according to whether the target of the change was Self, Students or Other Adult. As presented in Table 2, the most frequent response was Self, for both Predicted (77%) and Actual (61%). The category of Students received a greater share of the responses in Actual (26%) than in Predicted (9%).

Table 2

Frequency and Per Cent for Number of Predicted and Actual Change Responses Categorized by Self, Students, Other Adults

| Category | Predicted | | Actual | |
|---|---|---|---|---|
| | N | % | N | % |
| Self | 57 | 77 | 37 | 61 |
| Child | 7 | 9 | 16 | 26 |
| Other Adult | 10 | 14 | 8 | 13 |

How successfully were you able to implement your original plans? What factors contributed to success and what factors hindered your plans?

Thirty-four of the teachers felt from 50% to very successful in their implementation of new skills, materials, etc. The individual who had planned to attend graduate school still looks forward to full-time graduate study. Due to the delay, she has designed a program for improving communication between the school and parents. The other individual who reported no success was moved several grade levels but is successfully adapting materials/plans to be used by new students. So, even though the change wasn't as

predicted for these two teachers, each has changed and is calling upon skills developed during the SSIA program. The initial responses for factors related to success were categorized according to whether the source of the success was Self, Child or Other Adults. Responses made during July identified success in terms of pupils' behaviors (89%) as shown in Table 3. But when responding in January, the teachers most frequently identified success as coming from themselves (56%).

Table 3

Frequency and Per Cent for Predicted and Actual Initial Factor for Success Response Categorized by Self, Child and Other Adults

| Category | Initial Success Response | | | |
|---|---|---|---|---|
| | Predicted | | Actual | |
| | N | % | N | % |
| Self | 4 | 11 | 20 | 56 |
| Child | 34 | 89 | 6 | 17 |
| Other Adults | 0 | 0 | 9 | 25 |

Plans were hindered by too few materials, lack of time, the need for more training in use of specific methods, "other teachers lack of responsiveness to my sharing", illness, pregnancy, changed grade levels, desks bolted to the floor (but the teacher has now eliminated that problem!) and some youngsters not ready for specific instructions.

Do you feel more successful in teaching this year?

34 Yes 2 No

If yes, do you think the SSIA experience helped you feel more successful?

36 Yes 0 No

If Yes, please explain how and relate the change to specifics about SSIA.

Rather than blunt the impact of the responses received, a representative sample follows:

"Most English and some social studies teachers at my school participated in the Weehawken program, which gave us a common background for discus-

sion. Ongoing training sessions have provided the opportunity for sharing materials and reactions to their use as well as for clarifying ideas from the training manual. Our sharing experience from SSIA has continued. We have been doing what we have been teaching our students; that is, sharing enthusiastically and revising constantly!"

"My feeling of success is based on the presentation of step-by-step methods presented by Weehawken instructors this summer. I was pleased to learn that my first graders, with minimal vocabulary and comprehension skills learned to do slotting. This method seems to have increased their vocabularies and directed their thinking when telling stories or doing experience stories on the board with the entire group participating."

"Most of the techniques and ideas I have learned have been successful in helping me reach my goals. It enhanced my existing programs and equipped me with ideas to meet the needs of all my students. Because of this, the feed-back from parents, their comments, and the reaction of the students, reveal to me the degree of success of my experience at SSIA."

"Personally, I feel stronger and more confident in my teaching. In my opinion, teachers should seek and be aware of many "alternate" learning approaches, to meet the needs of all students."

Sharing, new skills and new ideas as well as renewed confidence were features of SSIA which helped teachers feel more successful after returning to their own classrooms.

Have you served as a change agent?

Yes 31 No 5

If YES, how have you served as a change agent?

Responses from the 5 individuals who reported not having served as change agents are represented by the following:

"I don't know how much of a change agent I've become, but I do know my supervisor was impressed when she spent an afternoon in my classroom. Many of the kindergarten teachers I've spoken to, think I'm crazy. I've had a couple of subs due to illness, and a note was always left behind with the comment 'I can't believe that a kindergarten could do so much.'"

"Within my classroom I've changed some students' attitudes and helped them improve their reading and writing skills. I haven't been very active in changing peers or school policy, since this is my first year in this building."

Interestingly, even those who did not see themselves as "change agents" had actually caused change within their own classrooms.

Those who did consider themselves as change agents told us:

"More of the teachers have realized how resourceful the resource room is and can be. I have been more able to communicate with the teachers this year, so I have openly made more of my suggestions and ideas."

"I have completed several school projects which have led to more positive attitudes toward spec. ed."

"I conduct ILA meetings once/month, plan agendas, and disseminate updated or related relevant information on teaching writing to any interest parties."

"School policy, some administrator and faculty outlook, first grade open house, new emphasis on math curriculum, and new emphasis on meeting the needs of more of our students."

"I am presently on the teachers council of the Syracuse Diocese Catholic Schools, acting as a representative of the faculty at St. Ann's. SSIA gave me the confidence to accept the position. I also met many teachers during SSIA and many of these people are also on the Council."

The content of the 31 initial responses from individuals who considered themselves change agents was analyzed and categorized according to the target of the change (i.e. Self, Child, Other Adults). Other Adults: 25 (81%) was the most mentioned with Self: 5 (16%) and Students: 1 (3%) receiving only 6 references.

Next responses were analyzed according to HOW the teachers acted as change agents using the categories of Informal Sharing with Individuals: 26 (51%), On-Going Workshops: 4 (13%), Presentation at Faculty Meeting: 4 (13%), Improved Personal Skills: 4 (13%), Creating/Improving a Resource (i.e. rewrite policy handbook): 3 (10%).

Teachers used phrases such as" "I have caused...", "I have influenced...", "I presented...", I demonstrated...", and "I have persuaded...", when writing about themselves as change agents.

Summary of the Interviews. Ten names were chosen at random from those returning the second questionnaire in order to get a sample for a follow-up interview. The primary purpose of the interview was to confirm and clarify the responses on the questionnaire. The questions asked were primarily those on the questionnaire. In line with this purpose, both interviewers observed the classroom for evidence of use of SSIA ideas or materials and a short interview was conducted with the teacher's principal to see if they had noticed any changes or perceived the teacher as change agent in the school.

A second purpose for the interviews was to probe further into the teachers ideas on change and what elements made the SSIA experience successful or not successful.

The teacher interviews were about one-half hour long. They were taped and transcribed. Notes were taken also but these proved to be very sparse since most ideas were presented orally. The interviews did indeed confirm the questionnaires and; if anything, added some new areas that the teachers did not think about when filling in the interviews. All the classrooms contained evidence that materials/skills gained during SSIA were in use. In some cases, daily charts of writing progress were carefully updated and displayed on bulletin boards; in others, youngsters were actively using math materials and reading centers and in another, the teacher discussed how the youngsters were responding to an individualized reading program. Principals confirmed everything the teachers stated except for one new high school principal who could not compare two of the teachers with last year since this was his first year in the building. Enthusiasm was evident to the interviewers as was each teacher's desire to share the ideas, materials, and success of their children.

Teachers' ideas of change and change agent were essentially similar to those expressed on the final day of the workshop, but less emphasis was placed on the element of threat and much more evident was a feeling of adventure. Teachers talked about a greater willingness to share because they felt "good", felt "confident" and had experienced success in their own classrooms. One teacher mentioned her initial feelings of burn out and the positive feelings she has now after SSIA. The fact that she had continued to share with others as she had done at SSIA, helped her to maintain her enthusiasm into the school year.

One teacher went out of her way to actively create change. Her approach was similar to the other teachers in that she exhibited an infectious enthusiasm, by sharing ideas and materials, and by demonstrating the work of her students. However, in the area of computer education she goes out of her way to talk to people. She recognizes that she is "asking people to do something they have never done before", but that teachers need to be made aware of the great potential the computer offers the classroom teacher. With the principal, she has established a computer room where teachers are invited to come and learn the basic steps related to computer use.

All in all, there is no doubt that the exceptionally high number of teachers who claimed to be change agents actually are change agents and that their enthusiasm, availability, materials, ideas and students' success are supporting their efforts at being change agents. There is also little doubt that their work as change agents is personally and professionally rewarding to each of them.

The responses of the principals was all supportive. It ranged from the new principal seeing the SSIA teachers as helpful to a parochial school principal very actively supporting the SSIA teacher by co-planning a workshop for the entire faculty to an assistant-principal meeting with the English department to review major changes in their writing program - changes suggested by a SSIA teacher. One principal talked about not really "knowing" the teacher very well during previous years. She continued that this year, the teacher has been very active in having me and the faculty look at our school policy on discipline. And so it was confirmed, the SSIA teacher had made themselves heard.

## DISCUSSION AND IMPLICATIONS

Summarizing the results of this data is rather like trying to describe the ectasies of a superb chocolate mousse. Somehow in the telling, the excitement - the flavor is lost. The data, however, provides some interesting findings and promotes a variety of new questions. The data does indicate that teachers are capable predictors of anticipated changes in their own classroom behavior. Contrary to previous findings, these teachers continued to use the newly learned and/or developed materials/skills in their classrooms. Only one teacher had such a narrow focus that the materials were to be used for only a few weeks. The most important factor was that these teachers had learned to do something better. "This is my sixth year of teaching, but my first year of teaching writing confidently and successfully!" is an example of what many teachers told us. While we talk about teaching concepts or repeatedly exclaim that writing instructions must be improved, teachers have been left to their own devices in trying to figure out HOW to implement these suggestions. Perhaps teacher educators should do as they preach, meet the students (inservice teachers) at their individual skill level.

Interestingly, the data also indicates that during the summer teachers talked about success in teaching in terms of how well their students re-

sponded. On the follow-up instrument, teachers reported success factors in terms of themselves by saying "I" did such and such rather than describing how the children responded. Whether or not this is associated with the increased skills is not clear. Another study, hopefully, will supply additional insight into this finding.

Teachers' perceptions of themselves as change agents is rather narrow. The data shows that they feel that change agent implies changing someone else - typically other adults. While the literature indicates that teachers consider themselves to be extremely busy and that they prefer making decisions which are directly applicable to their own classrooms (Young, 1979), this data does not support such a position. Responses indicate a strong determination on the part of teachers to "make things better". (On the July questionnaire, these SIAA teachers said that they had already served as change agents prior to coming into the program. However, the interview data indicates that this meant a willingness to share materials if asked.) Clearly, the teachers have stated that they will devote their energies to causing change beyond their own classrooms. But, they need to have found success within their own classrooms first.

In review then, these teachers defined change and expectations for themselves in terms of concrete and manageable behaviors. Each had made a personal commitment in writing. They knew that we would be following-up to question how successfully each had been. Each talked about returning to the classroom "refreshed" and "enthusiastic" - with new skills, methods and materials that WORKED! They saw the results in their own behavior and in the children's work. They felt good about themselves and they moved out of the classroom - to share - to become change agents.

This data has provided insights, not answers. Additional data about this phenomena is being collected over an entire year using control groups and student achievement. Again, the data collection will include the process of listening to teachers - what they think and do in terms of change to which they feel committed.

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